

School of Education
Undergraduate Student Handbook

2011-12

INTRODUCTION

Welcome to the University of Nottingham's School of Education. This handbook is a guide for both new and returning undergraduate students, and should be retained as a first point of reference for information on the School throughout this academic year. Included are relevant School contacts and procedures, details of University and School services and information, an overview of academic practice and regulations, and some guidelines for the preparation of coursework materials.

First year students are strongly encouraged to familiarise themselves with at least all of the material included on pages 5 to 27 of this guide in their first few weeks at the University.

Second year students should familiarize themselves again with progression regulations (as on pp. 18-19).

Final year students may want to familiarize themselves again with the degree award criteria outlined from pp. 19-20.

We wish you every success in your time with us as a student, and hope you find your experience of study within the School unforgettable.

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Director of Studies

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Undergraduate Programmes Coordinator
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Dr Rahul Ganguly
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KEY CONTACTS - School of Education .....

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Making Enquiries

Your first points of contact should usually be the School Administration Office or your Personal Tutor. However, if you have an enquiry about a particular module, you should first address it with the appropriate Module Convenor, and then if necessary with your Personal Tutor. If you are considering transferring courses, please also discuss this with your Personal Tutor. For administrative queries related to examinations, registration and other matters, refer first to the Assistant Manager (UG).

The above notwithstanding, if you have a serious and/or urgent concern on either personal or academic grounds, any of the staff above will try to see you whenever they are available.

1. STUDYING IN THE SCHOOL

We hope that you will enjoy your career as an undergraduate student, and that you will do well in your studies. In order to achieve this you must understand from the outset that working in a university will be very different from working in your previous school or college. Most importantly, you will have to get used to working in a self-directed or "student centred" fashion outside of formal contact hours. **Learning to plan your time and to work effectively by yourself will probably be the most important thing that you will learn in your first year in the School.** For many students it is also likely to prove quite a culture shock.

Depending on your subject choices, you are likely to be taking five or six modules per semester, each of which will count for 10 or 20 credits (normally 100 or 200 hours) of student work. Within the School, for each module you will usually be expected to attend one session of 3 hours per week (with a half hour break) or two/three sessions of 1 or 2 hours each. Classes vary in format, and may include lectures, or seminars, or a mix of both. Generally, one-hour classes start on the hour and finish at fifty minutes past, and you should ensure that you arrive in time so as not to inconvenience other students. Most classes (even some lectures) are interactive, so be prepared to be expected to participate. All sessions are intended to allow you to ask questions and explore syllabus materials in an interactive way. It is important that you do not miss sessions, and that you prepare adequately for them, for example by reading material set for you by the lecturer beforehand and afterwards.

From the above it should be apparent that only around 25 hours of work for a typical 10 credit module is likely to involve formal teaching contact. **You are therefore expected to be spending at least 80+ hours per module (around 500 hours in total each semester) in self-directed study.** This should include time spent working through your notes after lectures; researching, reading and making notes on both hard copy and on-line materials; coursework and presentation preparation; groupwork activities; and examination revision. Most students usually also spend some of their time discussing their work with fellow students and academic staff outside of formal contact hours.

It is very important that you allocate enough time to each of the subjects that you are studying. Progression from Year 1, Year 2, and Year 3 (as detailed in section 3.4) depends on the achievement of satisfactory marks in **all** of the modules you take in a year, and **not** just your core modules. Many first year students make the mistake of focusing on their core modules alone — and/or on those subjects that they have previously studied or find least demanding — at the expense of others. Such an approach is strongly discouraged. Across Year 1 in particular most students find some subjects more difficult than others. It is therefore important that you recognise this — and the fact that most people will be struggling at something — and direct your efforts accordingly.

For Bachelor of Arts students, your first year does not count towards your final degree, but your degree will be terminated if you do not obtain sufficient marks across all subjects (possibly after resits) to progress into Year 2. Second and final year modules also assume a knowledge of all first year material. You will therefore compromise your final degree result if you do not attend all teaching sessions and put enough effort into Year 1.

For Bachelor of Education students, a successful honours candidate will achieve 480 credits over four years, 120 of which are taken in each year. The first year is called the Qualifying year. This must be passed for progression to Part I (second year). Part I must be passed for progression to Part II (third year) and Part II must be passed for progression to Part III (fourth year). Part I counts for 20% and Parts II and III each count for 40% of the final degree classification.

1.1 Personal Tutors

Every student studying for a single or joint-honours degree in the School is allocated a Personal Tutor. This will be an academic who will usually act as your main point of academic and personal contact with the School and University throughout your academic career and beyond.

Personal Tutors are responsible for advising on module choices, providing you with your examination marks at the end of each Semester, and discussing their implications. Your Personal Tutor will also usually write any employment and other references you require, and may speak on your behalf at examination boards and in other proceedings should the need arise. **It is therefore important that you attend meetings with your Personal Tutor and build up as good a relationship with them as possible**.

1.2 The University Quality Manual

In order constantly to maintain and improve its academic and administrative standards, and to ensure equity across all modules, courses and programmes, the University of Nottingham has created a Quality Manual of standards and procedures with which all Schools must comply. The Quality Manual is available on-line at http://www.nottingham.ac.uk/quality-manual.

1.3 Attendance at the University

All students are required to remain in residence at the University throughout the full period of each semester, and to attend such lectures, tutorials, computer labs and other classes as the Head of School prescribes**. Students whose attendance is deemed unsatisfactory may be refused permission to undertake examinations or other assessments, and/or may have module credits withheld. In the School registers will be taken in all modules, including small group teaching sessions.**

Any absence from lectures or other formal classes due to illness should be notified to the Faculty Administration Office to whom a medical certificate should be provided. As detailed on page 21, absence from examinations on medical or other grounds should also be reported to the **Faculty Administration Office** and the appropriate paperwork completed.

1.4 Information for Students with a Disability

The University's Disability Advisory Office provides services to students with physical disabilities, learning difficulties, long term medical conditions and mental health issues. The

School aims to provide a welcoming climate in which students are encouraged to disclose any disability. The School is also strongly committed to equality of opportunity in its provision for students and has a Disability Liaison Officer (DLO), DR Rahul Ganguly [Rahul.Ganguly@nottingham.edu.my]. **If you have a disability, dyslexia and/or a long-term medical condition you are strongly recommended to contact the Assistant Manager (UG) as soon as possible.** Early disclosure can assist in ensuring the timely provision of appropriate support services. No information concerning any disability you declare will be released to any third party without your explicit permission.

You should also note that it is your responsibility to declare in advance any disability (including dyslexia) that may impact on your academic performance as the University is unlikely to accept any such evidence as part of any appeal or related process if it is submitted retrospectively.

The University's Disability Statement can be viewed online at:

www.nottingham.ac.uk/disability/disability-statement.html

Further information can be found at: **www.nottingham.ac.uk/disability**. For the disclosure form, see Appendix 3. More information on the School and University student support services is provided in sections 2.4 to 2.6.

1.5 Personal Information and Data Protection

The School and the University respect the right to privacy of all present and former students, and hence expect all parties maintaining records containing personal or confidential information to comply with the Data Protection Act (1998). You should therefore note that no personal information held on you in the School in either electronic or hardcopy format will be released to any third party without your explicit permission. The only exceptions are where such information is required on a matter of internal University business or where disclosure may be required by law.

The above means that the School cannot and will not disclose or discuss your marks, academic performance and/or other circumstances with any third party – including your parents or other students – without proof of your consent for such personal information to be disclosed.

1.6 The Student Learning Contract

As part of its own commitment to maintaining standards and ensuring the equitable treatment of all students across all modules and programmes, the School has created its own Undergraduate Student Learning Contract. This establishes guidelines for staff and student practice and expectations, and is reproduced on the next four pages.

NOTTINGHAM UNIVERSITY SCHOOL OF EDUCATION
UNDERGRADUATE STUDENT LEARNING CONTRACT

This contract aims to establish the general philosophy, objectives and working practices of the School in relation to its provision of undergraduate programmes. Whilst the statement below applies to all undergraduate activity, individual module convenors will additionally issue specific details relating to module aims and objectives, learning outcomes, administration, and assessment procedures.

General Aims and Skills Development

The undergraduate modules offered by the School aim to develop both the knowledge base and the skills of students. In each of these aims there is an important role for the concept of student-centred learning. In practical terms this involves a cooperative arrangement between staff and students, with staff responsible for creating, organising and guiding students towards a variety of learning resources, and students making the fullest use of these resources on their individual initiative. In short, it is the role of the School to provide students with learning opportunities, and our expectation that students will actively pursue such opportunities.

In addition to encouraging academic excellence in specific areas of knowledge and understanding, and in accordance with the relevant United Kingdom Quality Assurance Agency's subject benchmarks, the School is committed to helping its undergraduates develop those intellectual, professional and transferable skills essential for a successful business career. Such skills comprise the abilities to:

Intellectual (Academic) Skills

- compare, contrast and evaluate different educational systems, experiences and outcomes;
- critically analyse texts, policy documents, research findings and experiential learning.
- develop inquiries into learning and teaching and apply the knowledge gained.

Professional/Practical Skills

- develop professional competence in teaching through the application of knowledge, skills and understanding developed throughout the course;
- communicate clearly, confidently and appropriately, in speech and in writing, in a range of professional contexts;
- engage in independent research, making use of scholarly reviews and primary sources;
- manage their own future learning and continuing professional development;
- demonstrate an awareness of and sensitivity to diversity and difference in educational settings and a commitment to equitable practice.

Transferable (Key) Skills

- relate learning to their own experience and practice;

- collaborate as part of a group, taking the lead where appropriate, and fulfilling agreed responsibilities;
- reflect upon their personal development and learning;
- use ICT confidently and appropriately for study, teaching and self-development.

Whilst not all undergraduate modules develop all of the above skills, it is the policy of the School that all undergraduate modules will develop at least some of the above, with the modules that comprise each full year of study contributing in their totality to the development of each student's complete intellectual, professional and transferable skills base.

Students are encouraged to understand that their intellectual, professional and transferable skills development is their own responsibility, and that such skills may not always be explicitly or formally assessed during their period of undergraduate study. It is also important for students to recognise that the benefits of professional and transferable skills development in particular are most likely to be reaped in the medium and long-term during the pursuit and practice of graduate employment.

In order to help students to meet their intellectual, professional and transferable skills development aspirations, the University has a Careers Advisory Service unit which runs small-group skills development sessions, and is also available for individual student consultation. For further information about their services please visit the following link: http://www.nottingham.edu.my/Careers/index.aspx. You may also contact them directly by sending an email to careers@nottingham.edu.my

Assessment

The School is committed to a continuing review of its assessment procedures and, where appropriate, is active in implementing innovative modes of assessment. A central aim of this approach is that, for each module, the mode of assessment should constitute a strong incentive for students to strive for excellence. The philosophy and practical aspects of assessment for each module should be fully explained by its module convenor, with the specific requirements of the assessment explicitly detailed in their module outline or another hardcopy lecture handout.

It is important that students understand the principles which guide the award of particular levels of grade for assessed work. In particular, it is essential that students understand what is required to achieve the highest grades and that these grades are seen to be achievable and available for high quality work.

Excellence means grades in the first class (marks of 70%+). As a general rule, in order to secure a first class grade, an assignment should, as a minimum, demonstrate:

- a thorough understanding of the context for the work.
- a clear, logical and coherent structure.
- evidence of both breadth and depth of familiarity with the current literature in the relevant area.
- a strong analytical input, with well-argued and original critical and evaluative material and (where appropriate) imaginative use of alternative presentational forms.
- a clear and consistent system of referencing (in Harvard Style unless otherwise requested). (For more information on referencing, see section 3.8).

Work which displays a thorough understanding of the subject matter and has a clear line of analysis or argument but little that is original or critical will typically be awarded a mark between 60 and 69 (II-1 standard). A mark of 50-59 (II-2 standard) would typically be awarded for work which displays a basic understanding of the issues but is in some way incomplete or in error. Work which provides evidence of substantial or fundamental gaps in knowledge and understanding will result in either a third class mark (40 to 49) or a fail (below 40). (For more information on marking schemes and classification boundaries, see section 3.3.)

Module convenors are expected to provide students with a list of relevant basic reference sources. However, in order to perform well in assessments, and in particular to achieve first class marks, students must be willing to use their initiative to search out additional information.

Students are reminded that they must not plagiarise the work of others in their assessments, and that, if a module convenor suspects that plagiarism has taken place, a formal hearing will always result. The outcome of such a hearing may be the award of a mark of zero for the assignment or module concerned, or any other appropriate penalty as detailed in the University's Academic Offences guidelines, which can include expulsion from the University. (For more information on plagiarism and how to avoid it, see section 3.9.)

Responsibilities: staff and students

In seeking to achieve our shared objectives, there are levels of input from staff and students which should be regarded as minimum requirements. Specifically, in terms of staff responsibilities, students within any module should expect:

- the provision of a hardcopy module outline that includes the syllabus covered by the module; the duration and scheduling of all formal contact hours; a detailed reading list; explicit details of all module assessments; and identification of the knowledge and understanding, intellectual skills, professional skills, and transferable skills that the module seeks to develop.
- a module's syllabus and assessment to be consistent with that published in the University's Catalogue of Modules, and on the University Portal, School website, School Student Intranet, and in other online learning environments.
- a level of library provision which gives students reasonable access to all recommended material, where necessary through the short-loan system and/or on-line, and availability of core texts in a University Bookshop or by direct provision.
- return of coursework with appropriate feedback as quickly as possible.
- punctuality and, where possible, advance notification of and explanation for any changes in teaching times or locations
- a reasonable level of access to staff outside formal class times, with an explicit indication on each member of staff's office door of at least one office drop-in hour per week (longer consultations should be individually negotiated)

In turn, staff will expect of students:

- punctuality and a high level of attendance at all formal teaching sessions.
- active participation in all University and School undergraduate administrative processes, and in particular those related to module and examination registration and coursework submission.

- use of their University e-mail account for all communications with module convenors and administrative staff, coupled with a regular checking of the same, of undergraduate online and off-line notice boards, and of those online learning environments associated with the modules they are taking.
- an adequate reading of key reference materials and the consultation of additional sources such as academic and professional journals and on-line materials.
- an adequate preparation for and active participation in smaller group classes.
- active and full participation in group work activities, including assessed group projects.
- an appropriate organization and scheduling of work so that submission deadlines are adhered to and the acceptance of penalties for non-submission (a 5% mark deduction for every working day overdue without reasonable cause and advance notification, as explained in the University Guidelines).
- strict compliance with University regulations relating to academic offences (for example, plagiarism or cheating in examinations) and acceptance of the penalties for non-compliance.
- Constructive feedback on teaching via the completion of module and course evaluation forms.

Channels of Communication

In order to ensure that students can make the most of their undergraduate career, it is important that there are good channels of communication between staff and students. These allow students to draw to the School's attention aspects of the undergraduate programmes which are particularly good or which cause problems. The communications channels available are as follows:

- Personal Tutor
- The Counsellor
- The Career Advisor
- The Assistant Manager
- The Director of Studies
- The Undergraduate Staff-Student Consultative Committee (which in this School meets twice per semester)
- SET/SEM End-Of-Module Evaluation questionnaires

The School encourages all undergraduate students to use these channels to provide us with their feedback on the undergraduate programmes and how they might be improved. Students are also expected to communicate with their module convenors and other teaching staff on academic matters as requested and appropriate, and in particular to ensure that matters of concern are communicated as early as possible.

2. SERVICES AND INFORMATION

Along with learning to plan your time and to work effectively by yourself, it is important in your first term at the University to familiarise yourself with the wide range of sources of information and support services available to students, and as detailed below.

ADMINISTRATIVE AND INFORMATION SERVICES

2.1 The Faculty Administration Office

The Faculty Administration Office on the ground floor of the Block E building is open between 9:00am and 5:30pm weekdays to answer general enquiries, and for the submission and return of coursework and administrative documentation throughout the year. Please note that some form of identification (most usually your University Smartcard) will be required when you are collecting a piece of coursework, and that no coursework or other documents will be supplied from the Faculty Administration Office to a third party without a student's written permission. (For more information on the submission of coursework via the Faculty Administration Office see section 3.1.)

The notice boards outside the Faculty Administration Office should be consulted regularly for module and administrative information, as should your student pigeonhole. The database used to administer all School undergraduate programmes is run from the Faculty Administration Office. You should therefore ensure that any changes to your contact details or other personal circumstances are notified to the office as soon as they occur.

2.2 Computing Facilities

The use of computers will be integral to your studies throughout your University career. To support this the University runs its own computing facilities. These are accessible from any of the "information services computing resource areas" (ISCRAs) provided across the University, as well as from public access PCs in student halls and libraries.

- **E-Mail Accounts and Printing**

E-mail accounts and filestores for School students are controlled directly by the University's technical support staff. If you have a problem with network access, your e-mail account and/or filespace, therefore please contact the IT Support staff in **the first floor of the Central Computing Area in Block F**.

All students in the School of Education also have print accounts provided centrally by Information Services. All undergraduate students are credited with RM50 per year of pre-paid printing at the start of each academic year. **Additional print credits can be purchased from main reception** in **the library in Block G.**

Please make sure that you protect your username and password. You should also ensure that you always logout from a computer when you have finished using it. If you leave

yourself connected then somebody else could gain access to both your personal e-mail files and to your printing account. You are reminded that whatever settings you may think you have changed, e-mail messages can ALWAYS be traced back to their sender. So please never type anything in an e-mail message that you would not say to somebody face-to-face. Once you have sent an e-mail message you cannot get it back.

You are strongly advised not to use free e-mail accounts — such as those provided by Hotmail — for communications with your tutors, administrative staff, and for electronic coursework submission. The School can only guarantee the integrity of its own e-mail system. Some students in previous years have opted to use free e-mail accounts for academic purposes, and many have experienced difficulties with the non-delivery of file attachments. You have been warned.

- **Wireless Network Hotspots**

If you have a laptop or other Wi-Fi enabled computing device you should be able to establish a wireless connection to the University Network in the specified locations in the Semenyih Campus. For more information on making a wireless connection, please consult the IT support staff.

- **Code of Practice and Data Backup**

In using the University computing facilities you become bound by a University Code of Practice. Amongst other things, this requires that you do not attempt to load any of your own software (including software downloaded from the world-wide web) onto any public access University PC.

Please ensure that you always keep at least two copies of important coursework or other files on USB keys or zip cartridges. You should **not** use the hard disk (C: drive) inside any University PC for file storage, as user files are removed from these machines every time a new user logs on to the network. You should also ensure that you do not leave the printout of coursework until the last minute. As submission deadlines approach, pressure on printing and other computing facilities is inevitably intense, and it is therefore always best to be prepared and a little ahead of the crowd. **Indeed, you should note that excuses such as "I'm waiting for a printout" or even "I have done my essay but my disk has eaten it" are not sufficient to avoid the penalties for late coursework submission.**

2.3 The Library

The opening hours for the Library are displayed within the Library but generally, it is opened between 8:30am and 9:00pm from Mondays to Fridays and between 10:00am and 6:00pm on weekends. It is closed on public holidays. Extended opening hours may apply during the exam period.

The Library can only be accessed via the bridge between the Central Teaching Buildings and the Computer Centre. You enter and exit through the security gates to ensure that all books have been properly issued out.

The main circulation desk is located at Level B (access level) and books and journals are located on all levels. Please familiarize yourselves with the layout of the library so that you know where your subject books are located. A short-loan collection is located behind the main circulation desk on Level B. Items in the short-loan collection are available for overnight borrowing only.

A browsable high-demand collection is also located on Level B. This collection contains books which have been recommended by teaching staff as essential texts on the course reading lists or reference books which are heavily in use by students. Books in the high-demand collection are for reference only in the Library.

Sufficient space within the library is available for students to work using either the work desks or the study carrels located on most levels of the Library. There are 2 computer rooms available on Levels C & D and are equipped with 45 terminals connected to the university network.

On-line Public Access Catalogue (OPAC) stations are available on all levels for searching library catalogues only. Your student identity card is also your library card, so please ensure that you have it with you at all times while you're at the Library. You will also need your library card to borrow books using the self-service machine located on Level B. A library card is also required to borrow a laptop at the main circulation desk. Laptops can only be used in the library for maximum three hours. Keep the laptop with you at all times as you are personally responsible for it. Do not use a friend's ID card to borrow library items and do not lend your ID card to anyone else for this purpose. Anyone found loaning their ID card for this purpose may have their library privileges removed.

Mobile phones are not allowed to be used in the library except in the designated 'PhoneZone'. Please ensure your mobile phone is either turned off or set to silent mode. It is strictly forbidden to consume food and drinks in the library. A water cooler dispenser is placed at the lift lobby of Level B.

There are also two Learning Hubs--newly refurbished locations--offering flexible study areas with integrated IT and AV equipment. Learning Hub A is located at Level A, Computer Centre and Learning Hub B is located at Level B in the Library. The Learning Hub devices such as a smart pen, remote control and USB adaptor (toggle) can be borrowed at the Circulation desk at Level B of the Library.

When using the library please be reminded that it is a place of work and most users are there to study in a quiet environment. Any student found making excessive noise will be asked to leave the Library. Group meeting rooms and postgraduate study rooms are available and bookable via the online catalogue.

Library Services can be contacted at: 03-8924 8318 or email:libraryservices@nottingham.edu.my

2.4 Access to Academic Staff

Meetings with members of academic staff as both academic advisors and Personal Tutors are strongly supported by the School subject to the obvious resource constraint of available staff time. All lecturing staff provide details of a weekly student office hour on their office door. Outside of this hour you may have to make an appointment for all but the briefest enquiry. Most lecturers welcome contact electronically, via e-mail. If you need to leave a message or other item for an academic, please do so via the Faculty Administration Office.

2.5 The Counsellor

The University has its own Counsellors and their offices are located at the first floor of the Student Association Building. The Counselling Office is open between 9:00am and 5:30pm each day to advise and counsel students on any areas of concern relating to their studies, in liaison, where appropriate, with other staff in the School or with outside agencies. Any matters discussed will be treated in the strictest confidence unless the individual student wishes otherwise. This role is intended to supplement that of the Personal Tutor. For fuller information, see Appendix E.

2.6 The Career Advisor

The Careers Advisory Service aims to assist students and recent graduates of the University of Nottingham Malaysia Campus in making and implementing informed decisions about their future careers and achieving their own objectives, in the context of contribution to the community and society at large. The Careers Advisory Service exists to help students and graduates of the University of Nottingham Malaysia Campus to develop their careers by:

- Providing careers advice/guidance/assistance to students on career-related matters, e.g. resume and cover letter writing, job interview skills, job hunting skills, to prepare students for the working world and to provide students with the necessary knowledge to manage their career expectations and enhance students' employability.

- Providing individual or group career counselling to students, conducting workshops for CV and cover letter writing, job interview skills, etc. both centrally and in academic schools.

- Access to information on relevant occupations, employers, and further study, including information about specific vacancies through publicized vacancies via the website, emails, reference materials and other promotional information supplied by employers made available in the Careers' Resources Area.

- Inculcating workplace readiness by creating awareness of the importance of career information, resources, skills development and career guidance.

- Liaising and maintaining close links with various organisations and potential employers in

getting information on career opportunities, internship and training programmes, business competitions and disseminating such information to students from time to time.

- Organising careers events and activities which provide the opportunity to meet potential employers.

For further information about the Careers Advisory Service please visit http://www.nottingham.edu.my/Careers/index.aspx or you may send an email to careers@nottingham.edu.my.

3. PRACTICES AND PROCEDURES

3.1 How to Submit Coursework

To assist with the marking and processing of your assignments, submit each piece of coursework with a **coversheet** (see Appendix C) that includes your name, student number, the module title, and the current academic year (eg 2011/2012) and a **declaration form** (see Appendix D)**.** Follow the format given in the sample coversheet and declaration unless you are told otherwise. Assignments without a proper coversheet and declaration form will not be marked.

All undergraduate assignments should also be submitted via the Faculty Administration Office unless you are specifically told otherwise by a module convenor. When submitting coursework, please provide two copies (one marked "copy 1" and the other marked "copy 2"), and attach to these two pieces of work **one** completed *Official Receipt for the Submission of Coursework* form, as available from the School Administration Office.

The deadline for coursework submission on any working day is 2:00pm.

All coursework should be securely stapled together and **not** put in folders unless you are specifically told that you may do this by the Module Convenor concerned. If you only submit one copy of a piece of coursework then it will not normally be returned to you.

3.2 Late Submission of Coursework

If coursework is submitted after the official deadline without an extension having been obtained, five percentage points will be deducted for each working day (or part thereof after 2:00pm) that the coursework is late. For example a pass at 42% would become a fail at 37%. This is a general University regulation applied equally across all Schools and Faculties and is not open to student negotiation.

If you need an extension to a coursework submission deadline this should be requested from the Faculty Administration Office prior to the deadline date. She will provide you with an *Extension of Deadline for the Submission of Coursework* form. This form **must** be signed by the Module Convenor and returned to the Faculty Administration office. Module convenors

are not permitted to give extensions – only the Director of Studies can do so. The Director of Studies will inform you as soon as possible after you submit your form of the decision, which shall be final. Note that the Director of Studies will only permit extensions for the submission of coursework in exceptional circumstances such as illness (which needs verifying evidence from a doctor) and in the case of significant personal/family problems. It will not be given simply because the student would like more time. See also section 3.6 on "Missing Exams and Repeating Assessments".

3.3 University Classification Marking Guide

The marking scheme used within the School may be significantly different to that you have experience of elsewhere. As a consequence, you should not be alarmed if you are awarded marks in the 50s or 60s, as these are perfectly respectable grades. The complete range of University marking standards and associated classifications is as follows:

Classification	Mark	Comments
Ist	80+	Outstanding piece of work *All major and minor objectives achieved* *Thorough comprehension and informed criticism* *Evidence of work beyond question and some originality* *Free from errors and showing analytical skills*
Ist	70-79	Good piece of work *All major and some minor objectives achieved* *Thorough comprehension of the issues involved* *Familiarity with the source material* *No major errors and only occasional minor errors*
II-1	60-69	Careful and clear piece of work *Most major objectives achieved* *Understanding of salient issues* *Adequate grasp of the general area* *No major errors though some minor errors*
II-2	50-59	Middle of the range piece of work *Basic question covered* *Treats and understands most relevant issues* *Material somewhat thin and/or poorly focused* *Possible major and some minor errors*
III	40-49	Adequate if poor piece of work *Few major objectives achieved* *Demonstrates understanding of general field* *Inadequate reading/preparation* *Occasional major and some minor errors*
Fail	30-39	A failed piece of work *Not an answer to the question set* *Still shows some understanding of the general field*

		Inadequate reading/preparation *Major errors*
Fail	0-29	A badly failed piece of work *No real attempt to answer the question* *Poor arguments and lack of relevance* *Completely inadequate reading/preparation* *Generally unsound*

3.4 Examination Results and End of Year Progression

As already noted at the beginning of this handbook, whilst your first year does not count towards your final degree classification, your course will be terminated if you do not obtain sufficient marks across all of your modules to progress into the second year. Whilst a comprehensive coverage of the requirements for progression from Year 1 to Year 2 (and Year 2 to your Final Year) can be found in the Quality Manual (available online at http://www.nottingham.ac.uk/academicservices/qualitymanual/studyregulations/index.aspx**),** the following provides a basic guide to progression for Honours Degree students.

If you achieve the pass mark of 40% in every module then you will automatically progress into the following year.

Should you obtain fail marks (i.e. module marks below 40), you can still "compensate and pass" to the following year provided that:

- You have passed at least 80 credits of modules, have an average across all modules of at least 40%, and have no module marks below 30% ***OR***
- You have passed at least 90 credits of modules, have marks of 30 or more in modules worth 110 credits, and have an average across all modules of at least 45% ***OR***
- You have passed at least 100 credits of modules and have an average across all modules of at least 50%.

Notwithstanding the above, BA Single Honours students in the School cannot compensate and pass if they have failed more than two of their core modules, and/or if they do not have an average across all core modules of at least 40%. (A list of core modules on your degree can be found from the Supplementary Regulations)

3.5 Resit Examinations

If you do not pass progression then you have an automatic right to resit failed modules **once only**. For Single Honours students the modules that you will be required to resit will be determined by the School Examination Board, before being confirmed to you in writing by the Courses Office and the School. If you fail more than 40 credits of modules you will **always** have to resit all failed modules. Similarly, Single Honours students in the School will **always** have resits if they have failed more than two of their core modules.

Resit examinations take place in September **and it is your responsibility to make sure that you have gathered the required revision materials and are available to sit the examinations at this time.** International students may request to take resit papers overseas.

Once resit examinations have been taken your progression will be recalculated using the best mark from either your first or second sitting of the assessment for each module. If you pass within these parameters then you will progress into the following year. If you still do not pass under these conditions then you do **not** have the right to sit assessments for a third time and your Honours degree course will almost certainly be terminated. You may, however, at this stage be eligible to transfer to the Ordinary (non-Honours) degree offered by the School. Ordinary Degree students can obtain a pass degree at the end of three years of study, and are required to take 100 credits (rather than 120) in their second and third years, of which they have to pass 60 credits for progression from Year 2 to Year 3.

Notwithstanding any of the above, if you feel that you have been treated unfairly during the assessment process then you always have the right to appeal.

Please note that marks obtained in resit examinations are used for the purposes of progression only. It will therefore always be your first sit marks that will appear on your final degree and other mark transcripts (unless you have taken assessments as if for the first time on medical or personal grounds as detailed in the following section).

3.6 Missing Examinations and Repeating Assessments

If you miss an examination or other form of assessment on medical or personal grounds, or if you feel that your performance has been impaired by such circumstances, then this will be taken into account during Examination Boards and you **may** be permitted to retake such assessments "as if for the first time" if you have failed them. In such circumstances you **must** provide third-party written medical or other evidence to the School via either the Counsellor or the Assistant Manager. If appropriate you should also complete an ***Extenuating Circumstances Form***, obtained from the Counsellor or the Faculty Administration Office or online from:

http://www.nottingham.ac.uk/quality-manual/forms/appeals-extenuating-circumstances.doc

If you miss an examination for whatever reason you **must** report this to the School as soon as possible and complete an ***Explanation for Absence Form***, to be obtained from and returned to the Faculty Administration Office.

3.7 Final Degree Classifications

Your final degree classification will be determined using the rounded, credit-weighted average of the marks you have achieved across your second and final years, and according to the classification guidelines as given in section 3.3.

You should be aware that it is **not** possible to resit **any** form of assessment that is included within an Honours Degree. However, if you are not awarded an Honours Degree at the end of your final year you have the right to take resit examinations that may enable you to obtain an Ordinary Degree. More information on the "Model 3" model used in determining degree classifications in the School can be found at:

http://www.nottingham.ac.uk/quality-manual/assessment/degree-class.htm

- **Borderline Cases and Extenuating Circumstances**

Under the aforementioned model, borderline zones for degree classifications are determined centrally by the University, and apply to students who obtain a rounded overall degree average of 68 or 69 (in the case of the II-1/1st borderline), 59 (in the case of the II-2/II-1 borderline), 49 (in the case of the III/II-2 borderline) and 39 (in the case of the fail/III borderline). The School's Undergraduate External Examination Board exercises discretion in determining the degree classification for all such single-honours borderline students by looking at the number of credits (or "balance of papers") obtained in each classification category. In this context, it is the convention that candidates with 120 or more credits of papers in favour of the higher degree classification will be awarded that higher degree classification. However, in exceptional circumstances, and at the discretion of the External Examiners and the Examination Board, candidates who fall within a degree award discretion zone may also have one or two atypical papers taken into account in their favour to be awarded the higher degree classification.

Also notwithstanding the above, it is the convention that candidates who fall into the II-1/1st degree award discretion zone (having obtained a rounded average of 68 or 69) will be awarded a first-class degree if they have obtained first class marks in 80 or more credits.

Where students have reported medical evidence or other extenuating circumstances during either their Second or Final year, the School Examination Board can award a higher degree classification than a student's final degree average may indicate provided that:

a) The evidence/circumstances reported are verifiable via appropriate documentation in accordance with University and School guidelines, and

b) The evidence/circumstances reported can clearly be seen to have impacted (relative to other performance) on any mark covered by such evidence/circumstances and, as a result

c) The evidence/circumstances can be seen to have impacted on the final degree average so as to influence the final classification as would have been awarded under the above criteria.

Viva voce examinations are rarely given and of course depend upon the views of the External Examiners. They are usually, however, only considered appropriate for students whose results are seriously out of line with expectations, or where a borderline case cannot

be resolved by the Board by other means. It is the tradition that vivas can only improve a student's result.

Students should note that University regulations only permit degree class appeals on a limited number of procedural grounds, and that any potential degree class appeal should in the first instance be discussed with the School's Director of Studies.

3.8 Referencing

However good your work is, your marks will be adversely affected by poor referencing. The reason for this is that your work is not written within an intellectual vacuum. You may have read something in a book or article or on the Internet that you considered interesting or relevant enough to be used in an assessment. In such a case you are relying intellectually upon someone else's work and must acknowledge this. This could be regarded as mere academic etiquette, or you may view it as just part of the rules of the game. However, it is also useful for the reader of your work who wants to follow it up, and for you when you read a piece of work at a later date and want to go back to the original literature.

Whilst there are several systems of referencing, the most commonly used in the arts and social sciences (and the one that you should use unless instructed otherwise in the School) is the Harvard system. This system involves placing references in brackets in the text, with a full list of references appearing at the end of your document arranged alphabetically by author surname. References should **not** be included as footnotes, and you may be penalised up to 10% if you flout these conventions.

3.9 Plagiarism

If you follow the guidelines for referencing as described in the previous section you will be able to use other people's work within your own without any fear of being accused of plagiarism. Copying verbatim or paraphrasing other people's work within your own work without adequate referencing in order to achieve an unfair advantage is considered to be plagiarism. Just to make certain, here is the University definition:

> It is an Academic Offence to commit any act whereby a person seeks to obtain for himself/herself, or for another, an unpermitted advantage with a view to achieving a higher mark or grade than his/her abilities would otherwise secure. The substantial use of other people's work and the submission of it as though it were one's own is regarded as plagiarism. Work which is not undertaken in an Examination Room under the supervision of an invigilator (such as dissertations, essays, project work experiments, observations, specimen collecting, and other similar work), but which is nevertheless required work forming part of the degree, diploma or certificate assessment, must be the candidate's own, and must not contain any plagiarised material.

All suspected cases of plagiarism are referred via the Director of Studies to the University Academic Offences Committee for a formal hearing at which you will be invited to put your case. If a plagiarism case is proven the penalties could include:

- The award of a mark of zero for the plagiarised piece of work or for the whole module for which it constitutes a part.
- The withholding of the award of credits for the plagiarised piece of work or for the involved module as a whole (meaning that you will have to carry extra credits in a following semester)
- A fine of any amount.
- Suspension from the University.
- Expulsion from the University. In practice this also means that it is highly unlikely that you would be able to enrol at another Higher Education Institution.

There are several degrees of plagiarism. Firstly, it constitutes plagiarism to copy exactly or virtually word for word the contents of an article or book. For example, you may have an essay to write entitled "Competitive market analysis and its role in marketing strategy". In your background reading for the assignment you may have read an article from which the following abstract is drawn.

> Processes of competition lie at the heart of the literature of marketing strategy. Indeed, it could be argued that competitors and sustainable competitive advantage are to marketing strategy what customers and the marketing concept are to marketing. The principle of sustainable competitive advantage argues that a firm can only be successful in the marketplace if its products and services have a competitive edge over those of its rivals. This edge should be one that is both important to customers and sustainable by the firm in the long run.
>
> Source: 7 lines taken from the Introduction to the article "Competition and Marketing Strategy" by Geoff Easton, *European Journal of Marketing*, Vol 22, No 2, 1988, Page 31-49.

In your essay, if you incorporated the above entire section from this article completely or largely word for word, and did not attribute it to the author, you would fairly obviously have committed plagiarism. Alternatively, however, if you used the ideas from the article in your own essay and rephrased them in such as way as to imply that those rephrased ideas were your own work (again without attributing them directly to the author) this would **also** constitute plagiarism. For example, the following passage (if non-attributed) would be considered a plagiarised version of the above text:

> Competitive advantage is widely recognized as the leveraging point in developing successful marketing strategies. The principle behind sustainable competitive advantage suggests that a firm needs a competitive edge over its competitors in its product and services in order to be successful in the marketplace. This advantage needs to be relevant to customers and manageable by the firm in the long run. This implies the need for an ongoing and focused competitive analysis.

It should be noted that plagiarism could simply be avoided in the above case by prefacing the passage with sometime like "Easton (1980) argues that . . . "
More commonly, plagiarism will be deemed to have taken place if you have read an article and incorporated the ideas addressed within it into your own line of argument without

correctly attributing the origin of the ideas to the author in a proper manner. Again based on the same passage from Easton, an illustration of how this might occur is offered below.

> Competitive advantage is widely recognized as the leveraging point in developing successful marketing strategies. Developing a successful competitive advantage demands the existence of a competitive edge over competing products and services. This is seen as necessary to the development of successful marketing strategy. Importance to customers and sustainability by the firm are two key criteria in assessing what constitutes a useable competitive advantage. Other considerations might be whether the competitive edge chosen by the firm is relevant to the particular overall trends in the marketplace, and whether the costs associated with maintaining such an advantage are in line with the potential benefits to the company.

This sometimes inadvertent form of plagiarism can be overcome by a simple and effective attribution of the ideas to the original author (and possibly subsequent authors) as follows:

> Competitive advantage is widely recognized as the leveraging point in developing successful marketing strategies. According to Easton (1988), developing a successful competitive advantage demands the existence of a competitive edge over competing products and services. This is, in his view, seen as necessary to the development of successful marketing strategies. He further identifies importance to customers and sustainability by the firm as two key criteria in assessing what constitutes a useable competitive advantage. Other key criteria, as described by Ennew (1990), might be whether the competitive edge chosen by the firm is relevant to the overall trends in the marketplace and whether the costs associated with maintaining such an advantage are in line with the potential benefits.

Avoiding plagiarism by clearly attributing the sources of ideas to their original author is an important part of producing an effective piece of coursework, which serves to demonstrate that you have read around a topic.

3.10 Plagiarism and the Internet: A Special Note

In recent years “Internet Plagiarism” — wherein students cut-and-paste online content from a website to form all or part of an assignment — has become a serious problem within Higher Education institutions around the world. **Students are therefore reminded that presenting content from the Internet as their own work constitutes an academic offence and will be treated no differently to any other form of plagiarism.**

In the last few years several students in the University have been suspected of using material from websites in their coursework without appropriate attribution, with some cases of Internet plagiarism having been proven. Students should therefore note that academics in the University are extremely aware of the potential practice of Internet plagiarism, and that all suspected instances of Internet (and other) plagiarism will be pursued. Further, it should also be noted that the School is fully aware of those websites that offer coursework assignments for sale, and that many academics are now using an increasing range of software tools designed to help them identify suspected Internet plagiarism cases. Those marking your work may, for example, at any time submit an electronic copy of your work for

analysis by plagiarism detection software. In a matter of seconds, such software detects correspondences between a student's work and identical or similar material to be found online. These days it is not difficult to discover a plagiarist. Do not take the risk: you could jeopardise your entire career.

3.11 Procedure for Requesting a Mark to be Reviewed

All module convenors and administrative staff in the School take great care to ensure that every piece of assessment is appropriately graded and processed. Our procedures involve all assessments being first marked, a system of second-marking and moderation conducted by another member of School staff, and a final process of moderation by a subject-specific External Examiner from another University. Every assessment mark entered into our system is also checked before any mark is awarded to a student. Qualifying (Year One) students should also note that it is quite normal for their percentage grades obtained to be significantly lower than those they will have achieved at 'A' level or equivalent, and are therefore encouraged to discuss any performance below expectation with their personal tutor.

Students should be aware that, under University regulations, they cannot appeal against marks on the basis of the academic judgement that has been exercised in awarding them. Nor, except in extremely exceptional cases, can students appeal against marks once they have been signed off as final by our External Examiners. However, these important points notwithstanding, the School has a formal procedure to allow undergraduate students to request a review of an examination or coursework grade if they have reasonable grounds to believe that the mark they have obtained has been unfairly awarded, and/or if they believe the calculation of a mark may contain an error. This procedure is as follows:

1. The student should make reasonable attempts to contact the module convenor who has awarded the mark they wish to have reviewed, and should seek advice from them on their performance and grading. It is hoped that in most cases such a direct approach to a module convenor for feedback will negate the need to take the matter any further. It should be noted, however, that a student should NOT request a module convenor to alter their grade or to remark their work, and that no module convenor should offer to do so unless they discover that an obvious error has been made in calculating the mark they have awarded.

2. Having made reasonable attempts to discuss their mark with the involved module convenor as above, if a student is still dissatisfied with the explanation of how the mark they have received was arrived at, they may collect a *Request for a Review of an Assessment Grade* form from the Faculty Administration Office. This should be completed, signed and returned to the Faculty Administration Office in the School Administration Office, and should include a clear explanation of why the mark in question is believed to be inappropriate. Any such *Request for a Review of an Assessment Grade* form must also be submitted within 21 days of the mark in question becoming formally available from the School.

3. The Faculty Administration Office will arrange for the audit trail associated with the

processing and calculation of the mark in question to be checked, and if an error is found at this stage will, in conjunction with the involved module convenor, correct the mark and inform the student of this alternation.

4. Once the above three steps have taken place, the Director of Undergraduate Programmes will review the *Request for a Review of an Assessment Grade* form, and will decide if a reasonable case exists for re-marking to take place. Cases where remarking is deemed appropriate are likely to involve instances where one mark is seriously out of line with other grades obtained, where a mark is seriously out of line with other grades obtained in the same subject area, or where a student has presented any other strong case for their mark to be reviewed. If a reasonable case for re-marking is not deemed to exist, the student will be informed of this and the mark they have obtained will stand until confirmed or otherwise by the appropriate External Examiner in the final Undergraduate Examination Board for that academic session. If this meeting has already taken place, the mark will stand as final.

5. If the Director of Studies has reason to believe that a case for re-marking does exist, they will arrange for the assessment in question to be re-marked by the module convenor, any other first marker, the initial second marker, or any other appointed Internal Examiner in the School as deemed appropriate. The result of such a remarking will be communicated to the student, and will be final until confirmed or otherwise by the appropriate External Examiner in the final Undergraduate Examination Board for that academic session. If this meeting has already taken place, the mark will stand as final.

4. METHODS OF ASSESSMENT

This section offers some general guidance in relation to the main forms of assessment used in the School. **Please be aware, however, that individual module convenors may specify particular preferences in relation to issues of structure, style and presentation for methods of assessment used upon their modules.**

If you have concerns regarding coursework and examination preparation, please contact the relevant module convenor.

4.1 Examinations

University examinations do not simply require those taking them to demonstrate their knowledge of a subject area. Just as importantly, a problem solving expertise also needs to be demonstrated in the application of relevant knowledge to the questions being asked.

The most common reason for achieving poor marks in most forms of University examination is not answering the question set, rather than knowing nothing about the subject. In essay-based examinations in particular, it is unlikely in the extreme that University examination questions will simply ask for part of a lecture to be reproduced. Students who simply reproduce lecture material are likely to receive poor or average marks because their work shows little initiative or original thought and is largely to be seen as derivative. You should therefore spend some time analysing what an examination question is really about, and planning a structure for your answer accordingly, before beginning to write. Indeed, writing as much as you know about a topic can frequently produce diminishing returns, as the more generic material you include, the further you are likely to be deviate from showing that you actually understand the question.

4.2 Essays

The essays that you write will be taken as indicative of your understanding of a given topic, so it is important that you communicate effectively your knowledge and ideas in order to have a better chance of maximising your marks. Essay writing should also prove of benefit to you by acting as a learning device to clarify your thinking. The process of preparing a good essay will help you grapple with the concepts and questions raised by a module. Upon some modules it should therefore provide you with a better platform of understanding from which to revise for an examination.

Some of the necessary component parts of essay writing are suggested below. Though they are written as linear steps, this may not be the process which best suits you.

♦ ***What is the question?***

As with examinations, one of the most common mistakes in essay writing is a failure to answer the question. Analysing the question will help focus your thoughts and objectives. This analysis will probably also generate further questions and issues which you may wish to address in the essay. This preliminary consideration of the assignment should help direct your reading and identify areas where you need additional information.

♦ ***Information gathering***

Coursework topics and deadlines are usually set at an appropriate time in a semester to give you the maximum time to develop your ideas and to gather the necessary information. But please do not try to badger the module convenor into issuing questions when you would like to have them: this is not only rude, but it suggests that you think you know better than the module convener how to organise the module.

You have a wide variety of hardcopy and electronic resources available to you in the University and School. You should therefore start preparing to write assignments as soon as possible after they are set. Whilst it is necessary to be able to demonstrate evidence of wide relevant reading for a good mark, competing time pressures will almost certainly mean that it will be important to be selective in your reading and note-making. One way to save considerable time is to identify and source material and quotations as you read. Searching for references at the end of an assignment is time-wasting and if the source is out on loan it may not be possible to complete the task.

♦ ***Planning and structure***

The planning of the essay is a very personal and creative process, and one to which you should give some considerable thought. **There is rarely a model answer in the arts and social sciences.** The question set may heavily influence the structure of the essay. On the other hand, you may be free to decide on the structure. Some people prefer to have a detailed plan of the structure from the outset; others have a more fluid idea of the issues to be covered, preferring the order to materialise from the process of writing and then revising the text where necessary.

♦ **Writing**

This is obviously the most crucial stage in the shaping of an essay. When you come down to the actual process of writing and developing an essay, you may find it helpful to first write a brief outline (or “treatment”) of what you want the key argument of the essay to be. This can help to keep your writing tightly focused on the question.

In most essays you will need to compare and contrast relevant theories and/or texts. When doing this, be careful to present balanced views. This will demonstrate that you have objectively considered all the key theories or concepts or textual strategies involved, regardless of what conclusions you may finally draw or what personal opinions you may hold.

You should try to avoid writing too much on some issues and too little on others. Also, avoid making unsubstantiated assertions and instead justify your analysis with facts, references to literature, and real world examples.

Your essay’s introduction and conclusion should tie your work together. The conclusion should follow logically from your previous analysis and it should also provide a space in which to weigh up the evidence and make your overall position on an issue clear.

♦ ***Writing style***

Try to be succinct and keep the analysis as neutral as possible. The argument should show clarity of expression and a logical order. Word-processing enables you to edit, restructure,

and revise your work far more easily than when essays had to be handwritten. Punctuation, grammar and spelling are the basic tools of writing. Word-processing facilities like spell-checking and the thesaurus have made easier the task of checking some of these basics of writing. However, you should not abandon traditional aids to writing accuracy and felicity. In particular, it is an expectation that all students in the School will possess and use **a serious dictionary** (such as the excellent one volume reference dictionaries published by Collins or Chambers – avoid "concise" dictionaries) and **a thesaurus**. If you do not write with these materials by your side, and constantly refer to them, your lexical choices are likely to be inaccurate and limited.

The importance of keeping closely to the specified word-limit should not be underestimated. It may be necessary to edit your work down at the end if you have exceeded the word limit in order to avoid mark penalties. Do not undershoot or exceed word limits: you will be penalised if you do.

♦ ***Common stratagems to avoid***

In some essays diagrams are likely to be integral. In others they may be used to enhance the clarity of what is being written. They should be properly referenced if they are not your own work. You must be careful, however, not to use diagrams merely to make an essay seem longer – they will not be included in the word count. Other tricks to try and make essays seem longer (such as very large fonts or excessively wide margins) are unlikely to full an experienced marker who has read many essays. If your essay is light on content your marker will notice and mark it accordingly. Trying to fool the marker is unlikely to succeed, and may give you a reputation as a non-serious student.

♦ ***References and quotations***

Essays should always include appropriate references to all books, journal articles and websites you have consulted in your research. Correct referencing also avoids the possibility of you being accused of plagiarism. (For more information see sections 3.8 and 3.9).

4.3 Presentations

For some of the modules in the School, student presentations in seminars and tutorials represent an important component of the required work. Preparing and executing presentations is also an excellent way of organising and learning complex material. The ability to stand in front of a room of people and make yourself understood will additionally prove valuable outside of the University when applying for jobs and in your wider career.

Preparation

Whilst no two presentations are the same, below are some general issues to consider:

♦ **Establish the aims of your presentation** — this will help to determine the content of the presentation. Are you intending to inform or persuade? If it is the latter, emphasis will typically be on why you did things that way, rather than simply describing what you did. If you haven't been given a remit — and it is important to read module outlines thoroughly to determine whether this is the case — then try to think what would be of most interest to your audience.

- **Identify the key points which you want to communicate to your audience** — it may be useful to start here and plan your presentation around these points. It is easy to lose the main points if you don't highlight them — and there will be little chance of your audience discovering them for themselves.

- **Plan around the time limit** — class time is usually limited and presentations are typically very closely timed. It is important that you practice the art of saying what you want to say in a limited time period. Moreover, this should also help you to identify and focus on what is important and what can be left out. If there are other groups presenting at the same time, it might be useful to think about how your presentation will stand out amongst these in order to make it interesting and entertaining for the audience.

- **Know your audience** — this is the key to good presenting. Pitch your information and delivery at the right level — not too difficult and not too easy. Also, knowing how many people you are to face can help to calm your nerves.

Structuring your Presentation

All presentations should have a beginning, a middle and an end. This may sound obvious, but you would be surprised how many people launch straight in to the subject without an introduction, and how many finish off without summing up. It may also be easier for you to plan and deliver the presentation when it is split into sections as follows:

- **Introduction** — it is important to introduce yourself (and your group if you are working in a team) since this is a good way of starting and it will help to calm you down and get into your stride.

- **Overview** — it is also useful to give an outline of what is included in your presentation when you begin, how it will run, and who will speak about what. This gives signposts to your audience so that they can follow what you are saying, and see how it is fitting into the whole. It also lets them know how far you have got and what is still left for you to cover.

- **Key Issues/topics** — this should be the most interesting part of the presentation. It makes sense to structure the main part of your presentation around a number of key points or topics. These points should be clear and they should follow a logical and consistent pattern. It helps if from time to time you refer to the overall structure of your presentation so that the audience knows where you are in your talk.

- **Review** — it is a good idea to round up the main points that you have made in order to reiterate what you feel the audience should have understood.

- **Conclusion** — you should always offer some kind of a conclusion to your talk, either in terms of drawing implications from what you have said, or developing plans for the future.

Delivery

In making presentations, how you say things matters as much as what you actually say. Presentations are dependent on your skills as an orator in helping them to be interesting and informative. Points to remember include:

- **Speak slowly, clearly and audibly** — it may seem to you as if you are shouting, but it is much better to be louder than necessary than for no one to hear. Do not be afraid to take pauses to add weight to what you are saying, although admittedly this is easier said than done and takes practice over time.

- **Don't rely on notes** — you should aim to know your presentation as much as possible, although remembering it parrot fashion is not necessary. It is perfectly OK to use notes as prompts to keep you on track, but remember that you should always avoid reading directly from them. Reading lends the delivery an inferior tone compared with speaking or presenting. It also focuses you on the script rather than the audience. Notes on cards with keywords are more effective than a full script as they force you to think about and process what you are saying. Alternatively, many speakers now use bullet point visuals as a structural and content guide to themselves as well as for their audience.

- **Use eye contact** — always try and maintain eye contact with your audience. Think how it feels to suddenly have someone's eyes on you: you sit up and take notice. The same applies to your audience if you can use this tactic when you are presenting. It will also help you to be heard, and it will allow you to keep an eye on the response of your audience. Are they interested? Bored? Comatose?

- **Be aware of you body language** — your physical demeanour speaks volumes. If you slouch, shuffle your feet, pace the room, wring your hands, fiddle with your clothes or pick your nose then these all send signals to the audience about your enthusiasm, nerves and even your self-esteem. Try to avoid distracting mannerisms: think what you look like when you stand in front of an audience. Is this the best image to project?

- **Run to time** —a good presentation is succinct, to the point and does not overrun. You will need to pace yourself through the presentation. Make sure that you have spent enough time on the main points so that they have been sufficiently covered. By practising beforehand you should discover which parts you need to cut down on and which points you can expand. Don't try to say everything. You should not be in a position where you have to be called to a halt midway through a sentence because you have not finished in time. This simply shows poor preparation on your part.

Visual Aids

Visual aids, such as PowerPoint presentations, posters or OHP slides may be used to help convey ideas and information in a way which is more easily understood by your audience. You will often be called upon to use various visual aids during your time in the School. Before doing so, you should consider the following questions:

- Are your visual aids simple, interesting and easy to read?
- Do they fit well with your talk and add substance to your presentation?

- Have you practised your presentation with the visual aids? Don't forget that this all adds to the timing of the presentation.
- Have you proof-read the text?
- Is the size of the text/picture large enough to be seen? (As a general rule use a 24 point text size or larger for computer-projected PowerPoint slides, and be aware that sans-serif fonts project better than serif fonts. As another general rule, ensure that your slides can be read on a standard size monitor from two metres away if you want them to project with clarity).
- Are you relying on non-standard software or equipment? (If making PowerPoint presentations make certain that the PC you will be working from can read your files and is equipped with any necessary multimedia hardware).

Group Presentations

The important thing to remember with group presentations is that it is the group which should present. It may be tempting to let someone experienced with public speaking do all the talking but ultimately it is you who will fail to develop the requisite skills. Some lecturers now specifically look for group participation, and since all of you will get a shared mark from the presentation it is only fair to share the pleasure! Some other points to bear in mind when presenting as a group are:

- **Practice as a group** — it is all very well getting your section right, but if you don't know who you follow, where they will be standing or sitting, what your cue is, and who follows you, the total impression will be of a poor presentation.

- **Even when not presenting, you should be involved** — if you have had your turn it's easy to turn off, drop out, and let your gaze wander round the room. It is distracting for the audience who may focus their attention on you rather than on the presenter. Concentrate on what each person is saying and be ready to step in if they falter. Most of all, don't start talking to your co-presenters in the background.

- **Think about the team's image** — there is no need to form a queue of presenters: you are not waiting for a bus! Try to arrange a group of chairs so those not presenting are out of the way, but are still involved. Remember that the way the group is dressed will also have an impact on the audience.

Nerves

Many students are nervous making presentations, and whilst nerves can be valuable in giving your presentation an edge, they can also prove debilitating if not controlled. Some ways to lessen the impact of nerves include:

- **Being organised** — good preparation and organisation goes a long way to reducing anxiety. Make sure that you have all the visual aids and other materials that you need and don't lose them. Think of things that can go wrong and make contingency plans.

- **Think success** — visualise yourself in the room giving a successful presentation. Think of role models, people you have thought of as good presenters and try to copy what they do.

- **Avoid stimulants** – some people think that stimulants such as coffee or cigarettes help overcome nerves. They do not. They make them worse. Avoid them immediately before any presentation.

As a final point, however you present and however your presentation is going, always try to maintain your enthusiasm. After all, if you are not interested in what you are taking about, how can you expect your audience to be?

4.4 Projects

In the School projects leading to the preparation of a report and/or presentation may be undertaken in groups or independently. Project work can be particularly rewarding (usually with hindsight!) because it offers you considerable freedom both to manage your work and to pursue issues of interest to you in some depth. Many of the skills you develop in project work will also be directly transferable to the world of work or further study.

The fundamental features of project work are the demonstration of a clear conceptual framework, evidence of a high level of analytical ability, a thorough grasp of the relevant literature, and a clear presentational style.

5. TIME MANAGEMENT AND STUDY SKILLS

This final section of the *Undergraduate Student Handbook* does not detail procedures or guidelines that you are expected to follow. Rather, the intention is to provide advice that some (and not all) students may find helpful in their acclimatisation to university studies.

5.1 Organizing Your Time

Since the School is committed to student-centred learning, you get a lot of say in when to work, how to work, and even what kind of work you do. **At the same time, this does demand from you a fair degree of self-motivation and commitment in order to ensure that you are completing the typical student workload of 40+ hours of academic work outside of lecture hours each and every week.** It is unlikely that any of your lecturers in the School are actually going to chase you to do your work. If work is late, however, you will incur mark penalties. Bad time management will probably make your time in the School considerably more stressful, less productive and ultimately less enjoyable. Below are a few key points you may wish to consider concerning time management:

- **Get the complete picture** — the first step in organising your study time is to set out your work commitments explicitly so that you know what you have to do, what you want to do, and how little time there is to do them.

- **Prioritise** — most of the time, you will probably do this unconsciously anyway, but sometimes it can help to rate your commitments in some kind of order of importance.

- **Set goals** — it is usually easier and more motivating to work towards clear and achievable objectives. This helps to focus your efforts and gives you a good excuse to construct a personalised reward system.

5.2 Making Notes

The ability to make effective and useful notes is in fact one of the most valuable skills that you can learn as a student. There are four good reasons why students make notes:

- **Organization** — the process of making notes can help to structure and organise chunks of information into more easily understood patterns and maps of knowledge.

- **Knowledge retention** — the very act of making notes in your own words can be a very effective and active learning process which helps you to remember and recall ideas, concepts, theories and examples.

- **Preparation** — notes can be used in the preparation of essays, projects, presentations, examinations, and subsequent lectures and seminars.

- **Reference** — notes can act as a reliable reference point for all the important material that is covered during the course of a School module.

Note taking in lectures

Perhaps the most important notes that you will have to make are those initially taken in your lectures. There are two main ways that students tend to approach the problem of making lecture notes. One is to copy down almost everything that the lecturer both says and displays in the hope of making sense of everything after the lecture. The other is to try and understand what the lecturer is saying as they say it, and then to make brief notes or summaries of what has been understood during pauses in the delivery. Neither method is necessarily better than the other. The choice of method depends to a large extent on the particular skills and needs of the individual. The important points to remember are that you want a note making system that is efficient, concise and useful.

Since your lecturers in the School are likely to display very different styles of delivery and presentation, you will have to remain flexible in your approach to making notes in their lectures. However, here are some important general points which it may be prudent to remember when trying to make better notes in lectures:

- **Preparation can help** — doing some background reading before the lecture means that you are already familiar with some of the concepts and theories expounded by the lecturer. As a result you will probably understand more and thus be better prepared to make good lecture notes. At the very least it is worth reviewing your notes and any handouts from the previous lecture before each subsequent session.

- **Good structure is vital** — even if your lecturer provides an overall structure, this may not be the best way for you personally to organise and think about the information given. A good structure for your notes makes them easier to understand, and makes them much more coherent when you return to them later for essays and examinations.

- **Don't just write, think** — it is not a good idea to spend all of your time in the lecture writing and none of it thinking. There is the danger that in trying to write down everything you will miss quite a lot of what is being said. Also, material that you have just written down without actively thinking about tends to be quickly forgotten.

- **Important points should stand out** — your lecturer may signpost key points with audio visual materials or maybe with the tone of their voice. In your notes you can use different colours, highlighter pens, CAPITALS, underlining, or anything else that appeals to you and stands out from the rest of the text;

- **Notes from videos** — videos are increasingly used as a learning tool and should not be dismissed as providing a "break" from the other elements of a lecture. It is therefore important that you try to draw out the main themes and examples included in any lecture video and incorporate these into your notes.

- **Don't assume handouts cover everything** — many lecturers will provide you with copies of their PowerPoint visuals at the beginning of a module or lecture. Whilst such handouts provide you with a clear set of structured material, you should remember that every student has a copy of these handouts, and hence that relying on them alone for your revision will not allow you to distinguish the quality of your work. Secondly, you

should also appreciate that lecturers who provide hardcopy of PowerPoint visuals do so to give you time to think and make your own additional notes during lecture time.

- **Review your notes** — your notes will have more long-term value to you if, after the lecture, you don't simply file them away but go over them again quickly and make sure that you have identified and understood the key points and concepts in the material that has been covered. Anything which is still unclear you can then explore further with other students, with reading materials, or with members of the School staff.

- **Recording** — mobile phones and portable digital recorders have made it easy to make audio recordings of events. However, please note that **it is not generally acceptable to record lectures or to make recordings of group conversations such as seminars** (for the simple reason that it is not possible to ensure that all members present in such situations consent to such an activity). The only exception to these principles is where the Director of Studies deems that a student with a formally disclosed disability of an appropriate kind (such as blindness) would be disadvantaged by not being able to make a recording. If you attempt to circumvent this rule you may be subject to disciplinary action.

5.3 Reading

Sometimes it may seem that you are expected to read so many books and articles that you could not hope to finish them all. But remember many reading lists that you are given on School modules are not meant as definitive lists of everything that you must read. Rather, they provide guidance towards the most appropriate sources of reference for the material that is covered in the module. Every lecturer will probably do things differently. It is up to you to find out how prescriptive they are regarding the reading that you should be doing.

Choosing texts

Some books and articles will be more useful to you than others: some you will want (or need) to read, some you won't; some you will want to buy, others you will be able to consult in the library or via the Internet. The first thing to remember is that it is not necessary to go out and spend all of your money in the bookshop buying up everything. It makes sense first to work out which books are going to be the most vital, and also to check out the library situation and the availability of second-hand books. Again, your lecturers can help you to decide which books are the most important and useful for their modules.

Remember that you can always borrow books which are not imperative purchases but which contain some important sections, readings or case studies that you need, and make photocopies or notes of the relevant parts.

Making notes while reading

For articles and readings that you have photocopied or printed from electronic sources, it is often easiest to make notes straight onto the text itself. This might take the form of highlighting or underlining, and of writing in any questions, thoughts and ideas that occur to you as you are reading. In this way it is possible to integrate your notes with the ideas of established academics in the field. Indeed, if you have downloaded text copy of an article from an electronic journal source such as ProQuest then you will be able to load it into

Microsoft Word and integrate your comments and highlighting directly with the body text, perhaps using a different font style or colour. This said, if you do make notes on articles this way, be **very** careful that you can distinguish in your files between third party materials and your own ideas or you could be accused of plagiarism when citing from such sources (see section 3.9).

Notwithstanding the above, there are many occasions where it may be better to make your own, distinct notes from texts. These might be when:

- Texts are more crucial or complex
- Texts will have to be returned
- You are using the text for a specific project or exam.

When the above is the case, you should always write down with your notes enough information so that you can make a full reference to the work should you need to use it in one of your own pieces of coursework (see section 3.8 on referencing).

5.4 Seminars, Language Labs and Other Classes

Seminars, language labs and other forms of tuition in the School are intended to provide a highly interactive learning environment. This means that you are actively involved in the learning process all of the time, both by listening and by presenting your own ideas to the rest of the group during the session. Obviously, this means that there is much less emphasis on you actually writing notes of what is said, and more on you thinking about, questioning, and contributing material to the discussion yourself. It is important, however, that you maintain some kind of record of the work that is covered during the class, particularly as seminars and tutorials can often provide the richest sources of learning experiences during any given module. There are several different ways you might go about this:

- **Pre-structured notes** — to get the most out of your seminars and tutorials, it is important that you make an active contribution during the session. In order to do so it is invariably necessary to have done some background reading on the subjects that you will be covering in the class. Once you have done the reading, it should be possible to prepare a set of headings or key points of the main issues and concepts. You can then take these into the seminar as an overall structure for any notes you wish to make.

- **Annotation** — very often it makes sense to generate quite comprehensive notes on a subject or case study before your seminar/tutorial. This is because you will frequently be expected to answer questions, solve problems, and to make presentations outlining your ideas before the rest of the class. If you space these notes with appropriate gaps and margins then you can simply annotate them (perhaps using a different colour) with any important ideas or facts that emerge during the session itself.

- **Summaries** — sometimes it is better not to write very much during the session itself, but rather to sit down afterwards and make a summary of the key points you have learned in the session. However, the longer you leave it after the tutorial, the more you are likely to forget. It can be particularly important to make your own summary notes on techniques

that you learn in computer lab sessions, as these can quickly be forgotten out of context and without practice.

5.5 Group Working

The School occasionally places emphasis on developing your skills in teamworking. As a result it is likely that you will sometimes find yourself working in groups with other students. The benefits for you as a student are that:

- Groups can bring you into contact with others with different skills and talents.
- Groups can be particularly effective at enabling you to collect ideas and solve complex problems.
- Group working skills are likely to be very useful and important attributes in your future working environments.
- The ability to work in groups is a transferable skill much valued by many employers.

Getting the Most out of Working in Groups

Much of the group work that you will undertake in the School will be assessed in some way (usually by way of a group report and/or presentation), and it is likely that it will contribute to your assessment. It is therefore important that you learn how to organise yourself and your group in order to get the most from the situation and to produce the best work of which you are capable. Ideally, groups should work as a team in a synergistic fashion: the capabilities of the team exceeding the sum of those of their individual members. Below is a set of general guidelines that you may find helpful in successfully organising your group situations in the School and elsewhere.

- **Get organised** — make sure that everyone exchanges e-mail addresses and other contact details so that you can keep in touch. Establishing a regular meeting time (for example after the relevant lecture) is a good idea as it is easier to remember and saves energy trying to fix up times when everyone is free.

- **Identify the problem to be solved** — it may sound obvious, but getting the question right is essential to getting the right solution. Too many projects suffer from ambiguous, unarticulated or unreasonable problem formulations. Your lecturer or project supervisor may want to see an initial problem formulation before allowing the group to continue with the project.

- **Do the groundwork** — first off, it makes sense to do some background reading. Then you can get together, brainstorm and generate ideas about how best to tackle the project.

- **Allocate tasks** — divide up the work and designate individuals or sub-groups to each task or set of tasks. Remember though that successful teamwork is about working together and supporting each others' efforts.

- **Set definite deadlines** — most group projects will have very strict deadlines, and so it can be very helpful to set reasonable time limits for each proposed stage of the project.

Remember that each member of the group is likely to be taking different modules with various different commitments and deadlines of their own.

- **Assimilate and integrate your work** — group projects are supposed to be the work of a single team and not of several independent individuals. For example, a group project report that is written in several different styles and printed in a number of different fonts is unlikely to impress the assessor. Therefore, in the final stages of the project, separate tasks should be brought together and developed into a cohesive whole either by a nominated individual or by the full group.

- **Don't let problems escalate too far** — if things are not going as planned, or if some group members feel that others are not pulling their weight, then obviously it is important for the group to sort things out before personal tensions arise and the group ceases to function cohesively. **If any problems cannot be sorted out within the group then the module convenor should be told immediately.**

5.6 Revision

You will face a set of examinations at the end of every semester that you spend in the School. That is two sets of exams every year. You should therefore treat preparation for them as a continuous process that is part of your normal work in the School — and not just a period of intense all-night cramming a couple of days before the exams. Please refer to section 3.4 to remind yourself of the requirements for progression from Year 1 to Year 2 and beyond.

Revision Strategy

It is impossible to tell people how to revise. There is no optimal strategy. This said, the following have often proved effective ways for students to go about utilising their revision time:

- **Planning** — how you divide up your time will depend on a number of factors. It is a good idea to devise some kind of revision timetable so that you have specific deadlines and know how much you will need to cover before the exam.

- **Revision notes** — your notes from lectures, seminars, tutorials and readings can be combined with your coursework to produce condensed summaries of particular topics. These can be structured in any of the ways outlined in section 5.2 and should contain all of the key concepts and theories which you have covered for that subject.

Appendix A

The University of Nottingham Malaysia Campus
The School of Education
Bachelor of Arts in TESOL &
Bachelor of Arts in Special Educational Needs

Course Outline

Year One

Code	Title	Credits
XX1M01	Understanding Learners and Learning	30
XX1M03	Understanding Schools and Schooling	20
XX1M04	The School Teacher	10
XX1M02	The School Curriculum	20
XX1M06	Language as a Learning Tool	10
XX1M07	Portrait of a School	10
XX1M05	Identifying and Understanding Special Educational Needs	10
XX1M08	Literacy in School and Society	10

Year Two

Code	Title	Credits
XX2M01	Learning Styles and Strategies	20
XX2M02	Education and Society	20
XX2M03	Learning Difficulties: Supporting children, young People and their families	20
XX2M04	Teaching Styles and Strategies	20
XX2M05	Creative Curriculum	20
XX2M06	Teaching Language across the Curriculum	20

Year Three

Code	Title	Credits
XX3M01	Educational Research Methods	20
XX3M02	Assessment and Evaluation in TESOL/Special Educational Needs	10
XX3M03	Educational Inquiry (Extended Project)	20

TESOL

Code	Title	Credits
XX3M04	TESOL methodology	20
XX3M05	Principles and practice of ELT	10
XX3M06	Materials for language teaching	10
XX3M07	Literature in the Language Classroom	10
XX3M08	The Teaching of Grammar	10
XX3M09	Phonetics and phonology for Language Teaching	10

Special Education Needs

Code	Title	Credits
XX3M10	Critical Concepts within Special Educational Needs	20
XX3M11	*Post School Transition for students with Special Education Needs*	10
XX3M12	*Socio-cultural attitudes to students with special educational needs*	10
XX3M13	Supporting students with learning difficulties	10
XX3M14	Supporting students with *emotional and* behavioral challenges	10
XX3M15	Supporting students with *sensory and* physical disabilities	10

Appendix B

The University of Nottingham Malaysia Campus
The School of Education
Bachelor of Education in TESOL &
Bachelor of Education in Special Educational Needs

Course Outline

Year One

Code	Title	Credits
XX1M01	Understanding Learners and Learning	30
XX1M03	Understanding Schools and Schooling	20
XX1M04	The School Teacher	10
XX1M02	The School Curriculum	20
XX1M06	Language as a Learning Tool	10
XX1M07	Portrait of a School	10
XX1M05	Identifying and Understanding Special Educational Needs	10
XX1M08	Literacy in School and Society	10

Year Two

Code	Title	Credits
XX2M01	Learning Styles and Strategies	20
XX2M02	Education and Society	20
XX2M03	Learning Difficulties: Supporting children, young People and their families	20
XX2M04	Teaching Styles and Strategies	20
XX2M05	Creative Curriculum	20
XX2M06	Teaching Language across the Curriculum	20

Year Three

Code	Title	Credits
XX3M01	Educational Research Methods	20
XX3M02	Assessment and Evaluation in TESOL/Special Educational Needs	10
XX3M03	Educational Inquiry (Extended Project)	20

TESOL

Code	Title	Credits
XX3M04	TESOL methodology	20
XX3M05	Principles and practice of ELT	10
XX3M06	Materials for language teaching	10
XX3M07	Literature in the Language Classroom	10
XX3M08	The Teaching of Grammar	10
XX3M09	Phonetics and phonology for Language Teaching	10

Special Education Needs

Code	Title	Credits
XX3M10	Critical Concepts within Special Educational Needs	20
XX3M11	*Post School Transition for students with Special Education Needs*	10
XX3M12	*Socio-cultural attitudes to students with special educational needs*	10
XX3M13	Supporting students with learning difficulties	10
XX3M14	Supporting students with *emotional and* behavioral challenges	10
XX3M15	Supporting students with *sensory and* physical disabilities	10

Year 4

Code	Title	Credits
XX4M01	Planning for Continuing Professional Development	20
XX4M02	School Experience	80

Code	Title	Credits
XX4M03	Practical teaching in TESOL	20
XX4M04	Practical teaching in Special Educational Needs	20

APPENDIX C

Sample Coursework Cover Sheet



The School of Education
The University of Nottingham Malaysia Campus
Jalan Broga 43500 Semenyih
Selangor Darul Ehsan
Malaysia

Times New Roman, Font 12 & Bold

Times New Roman, Font 12

The Philosophy of a Private School in Melaka

Times New Roman, Font 16, Bold & Italicised

Student Number	: 0091234
Module Title	: Understanding Schools and Schooling
Module Code	: XX1M03
Coursework Component	: Coursework 2
Module Convenor	: Dr TOO Wei Keong
Academic Year	: 2011/2012
Date of Submission	: 4 November 2011

Times New Roman, Font 12

APPENDIX D

Sample Declaration Form



Times New Roman, Font 12 & Bold

The School of Education
The University of Nottingham Malaysia Campus
Jalan Broga 43500 Semenyih
Selangor Darul Ehsan
Malaysia

Times New Roman, Font 12

Declaration Form

Times New Roman, Font 16 & Bold

I have read and understood the guidelines on plagiarism set by the University's Regulations and confirm that the attached submission is my own work.

Student No.: _____

Signature:_____

Date: _____

Times New Roman, Font 12

SIGN AND RETURN THIS SLIP TO THE FACULTY ADMINISTRATION OFFICE WHEN YOU SUBMIT YOUR ASSIGNMENT.

Times New Roman, Font 12 & Bold

APPENDIX E

University Wellbeing and Learning Support (University Counselling, Disability Advisory, Mental Health Advisory & Learning Support Office)

University Counselling Service

The University Counselling Service is a free confidential service available to students and staff. It is registered with the Malaysian Board of Counsellors.

Counselling offers an opportunity to talk in confidence about problems that concern you. It may also be known as psychotherapy, therapeutic counseling or psychological Counselling. Some of the issues brought to the service include anxiety, depression, family concerns, bereavement, difficulty in adjusting to a new way of life, work and study related problems, family issues, relationship issues, aggressive and violent behavior, suicidal tendencies, sexual abuse etc.

If you are in need of help, you may want to think of discussing your issue with someone who is trained. By talking through your problems or concerns with a counselor, you may deepen your understanding of what is happening and develop alternative ways of dealing with your situation or concern.

Confidentiality

The University Counselling Service is confidential. This means that we do not disclose verbal or written information without your permission or agreement. In rare cases, disclosure may occur without your consent if there is a good reason to believe that you or others are at risk.

Record Keeping

The University Counselling Service complies with the Data Protection Act of 1998. Brief hand written notes are kept in a secure place only within the Counselling Service.

Disability Advisory and Learning Support

The University of Nottingham is strongly committed to equality of opportunity in its provision for all of its students. It is committed to providing ongoing support with the focus being on the provisions of accessible services and supporting students in completing their courses as independently as possible.

The Disability Advisory is open to registered students with the following seen and unseen disabilities; physical disabilities, long term medical conditions and chronic illness. Students with Dyslexia or other learning differences will be able to get support through certain provisions as well.

We can assist with queries regarding:

- Admissions and registration
- Assessments in relation to disability and Dyslexia and recommendations to academic staff about reasonable adjustments in the learning, teaching and assessment environment
- Recommendations for alternative assessment and timetabling arrangements
- Access to alternative formats such as large print
- Liaison with libraries for enhanced services such as extended loans

- Residential accommodation
- Learning support provides study support such as academic writing skills, time management and etc. to students with learning differences

Each school appoints a Disability Liaison Officer to provide a point of reference, advice and guidance for members of staff and students in the school about disability issues and support. The DLOs are part of a network that meets regularly to share information and good practice. The DLO network is coordinated by Disability and Learning Support Services.
It is your responsibility to ensure that the University is aware of your situation. You can alert the University to your disability and requirements by:

- Direct contact with appropriate services such as the Disability and Learning Support Services
- Indicating disability on the registration forms
- Direct contact with appropriate staff such as DLO for your school or your personal tutor

Early disclosure to Disability and Learning Support is essential to ensure the timely provision of appropriate support services.

You will have control over the disclosure of information about you. The University undertakes to maintain student data in secure conditions and to process and disclose data only within the terms of the Data Protection Act 1998. All information provided by you is kept confidential and will not be disclosed unless you give permission for us to do so.

To receive services, you must:

- Be a registered student at the University Of Nottingham
- Provide documentary evidence of your disability, such as a letter from your GP (doctor) or specialist to access some services. If you have Dyslexia or any other Learning Differences, you will need to have/ obtain an assessment from and educational psychologist or other professional.

Mental Health Advisory
The University is concerned about the wellbeing of our students and staff, so all our counsellors are very experienced and trained in their professionalism. They receive regular supervision and are constantly monitored for the quality of service they offer. There is even a mental health advisor whose main responsibility is in providing mental health service to concerned students and staff.

Location and Contact Details
The University Wellbeing and Learning Support is located on the 1st floor of the student association. If you have any queries about the support provided at Nottingham, your first contact is Counselling, Mental Health and Disability and Learning Support Services, please contact us either by walking in or calling us at the following numbers. You can also email us at the email addresses given below:

Aminul Hamizah Zukifli (Amy)
Aministrative Support Assistant

Address:
The University Wellbeing and Learning Support
Block H Jalan Broga
43500 Semenyih
Selangor Darul Ehsan
Malaysia

Tel: +603-8924 8060
Fax: +603-8924 8657

Website:
http://www.nottingham.edu.my/Wellbeing/Home.aspx

Email:
Counselling@nottingham.edu.my
Disabilities@nottingham.edu.my

Appendix F

Faculty of Arts and Social Sciences
Disability Disclosure Form

Please make sure you have understood the Faculty 's Student Disability Disclosure and Confidentiality Policy before signing this document.

Students who have a disability often choose in the first instance to discuss details of their condition with a single member of staff in confidence. However, situations may arise where the staff member believes it is in the student's best interests that contact is made with other colleagues and professionals in order to enable us to extend support.

In order to be able to do this we need your written permission to contact relevant individuals regarding your situation if necessary. The methods used may include electronic, verbal and written means.

I, (please print full name)

.....

of (mailing address)

.....

.....Post Code .....……...

University of Nottingham Malaysia Campus Student I.D. Number : .....

understand that my personal details held by the Faculty will not be released except where it may be judged necessary, in order to seek information from or to arrange reasonable adjustments to enable me to access my studies.

This authorisation is valid until the completion of the academic studies at the University of Nottingham Malaysia Campus.

I understand I can revoke this consent at any time. It has been explained to me, and I understand, that if I do not agree to release this information, it may restrict the University's ability to assist me.

☐ I have read the Student Disability Disclosure and Confidentiality Policy (see Appendix D of this School handbook)
☐ I have received a signed copy of the Disability Disclosure Form

Signed:.....Date.....

Staff member:……Date…….

Appendix G

School of Education
Student Disability Disclosure and Confidentiality Policy

The University undertakes to maintain student data in secure conditions and to process and disclose data only within the terms of the Data Protection Act 1998. Personal information concerning a disability disclosed by a student to a staff member of the School of Education will be maintained in confidence and will not be released to anyone inside or outside the School without the student's authorisation. The only exceptions to this are where there is a legal obligation to do so or where exceptional issues of personal safety arise.

However, where the School believes it is in the student's best interests that contact is made with other professionals, e.g.: Academic Support, Accommodation Office, a doctor or psychologist, the student will be encouraged to sign a ***Disability Disclosure Form***. If authorised by the student this way, the School will then be able to discuss issues relevant to the student's disability and the impact on study with other professionals in order to best serve the student's interests. Information regarding a student's circumstances can then also be shared between staff within the School in situations where it is felt this would enable us to extend support for the student.

Storage of written information

Any written information held by the School's Disability Liaison Officer (DLO) regarding a student's situation will be kept in confidential files locked within a filing cabinet in the DLO's office. In cases where the student has signed a Disability Disclosure Form (see above) other staff within the School may consult the student's file on occasions where the Disability Liaison Officer is not available. If you have any concerns regarding the above policy, please talk to the Disability Liaison Officer, who is the Dr Rahul Ganguly [Rahul.Ganguly@nottingham.edu.my].